DOCUMENT RESUME

ED 291 262 FL 017 190

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TITLE A Developmental Approach to Speaking and Listening Skills in a Multi-Cultural Classroom.
PUB DATE 88
NOTE 25p.; Appendixes are printed on colored paper.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Classroom Communication; Communication Apprehension; *Communication Skills; Community Colleges; Course Descriptions; *English (Second Language); Expressive Language; Group Discussion; Instructional Effectiveness; Interpersonal Communication; Job Search Methods; *Listening Skills; Peer Evaluation; Problem Solving; Second Language Instruction; *Skill Development; *Speech Skills; Story Telling; Volunteers
IDENTIFIERS *Golden West College CA

ABSTRACT

A course in English as a second language (ESL) offered at Golden West College located in Orange County, California is designed to help students from many ethnic backgrounds develop speaking and listening skills for success in school, social situations, and work. Students must be at the intermediate ESL level. Each unit of study consists of competency-based learning objectives, oral and written exercises, a skill demonstration assignment, and visits with native English-speaking community volunteers to practice listening and speaking in a conversational setting. Students develop skills in listening, speaking, and assessing their peers' progress. Units focus on getting started learning communication skills, conversation skills, skills for discussing opinions in small groups, skills for describing a process to an audience, problem-solving, storytelling, job searches, and participating in a planned meeting. The course has been well-received among students and volunteers and has provided students with individual attention while reducing communication apprehension. Further research on the course's effectiveness is planned. Appendixes provide course guidelines and sample course materials. (MSE)

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A DEVELOPMENTAL APPROACH TO SPEAKING AND LISTENING SKILLS IN A MULTI-CULTURAL CLASSROOM

David D. Hudson and Sharon A. Ratliffe

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In 1980, the U.S. Bureau of the Census provided a conservative estimate that over 1,252,724 Limited-English Proficient (L.E.P.) persons live in California, roughly five percent of the total population. During the past decade, this number has increased significantly. A 1984 language census reported that there were approximately 487,835 L.E.P.'s in California Public Schools (grades K-12), representing an increase of 162,066 persons (49.8 percent) over the 1980 census figure of 325,769.

Golden West College, a two-year community college in Orange County, California, is located in an area with one of the largest concentrations of L.E.P. persons in the state. Within a ten-mile radius of the college, large populations of Spanish, Vietnamese, Chinese, Pilipino, Korean, Laotian, and Cambodian language groups are represented. The majority of these people require the support of developmental courses in speaking, listening, reading, and writing skills in order to overcome language deficiencies and to succeed in both academic and vocational programs. The G.W.C. English and Speech Communication Departments have worked cooperatively with the College Assessment Center in providing these services.

Specifically, the authors have developed a speaking and listening skills course--SpCom 025--that is designed to help students succeed in school, in social situations, and at work (see Appendix A for a sample course outline). We have also developed a textbook for the course to help developmental students learn and practice basic speaking, listening, and critical thinking skills in dyadic, small group, and public contexts.

The authors are instructors of Speech Communication at Golden West College, Huntington Beach, CA 92647 Paper presented at the 59th Annual Meeting of the Western Speech Communication Association, February 21, 1988.

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Each semester, a section of SpCom 025 is taught for non-native speakers of English who are at the intermediate level in learning the English language. Students are recommended to this section of SpCom 025 by the English and Speech Communication Departments based on students' scores on the Secondary Level English Proficiency Test (Listening Comprehension Section) and the English Language Skills Assessment Test (Intermediate and Advanced Forms). A section of SpCom 025 is also taught to hearing-impaired students who, like other E.S.L. students, are required to take the English Language Skills Assessment Test. (The Secondary Level English Proficiency Test is not used for these students because of the listening comprehension requirement.) Hearing-impaired students are recommended to the course by the Disabled Students' Office. In the future, a similar development course--SpCom 090--is planned for native speakers of English who have language deficiencies as measured on the English placement test used by the college (the Stanford Task Test of Academic Skills), as well as native speakers who are educationally unprepared and lack academic skills.

The basic format of SpCom 025 is a competency-based approach to skill development and assessment in the classroom. The course includes the eight major units of study. Each of these units concludes with a speaking and listening skill demonstration, for a total of 16 separate asessments. These skill demonstrations include the following competencies:

Unit 1: Getting Started--An Approach to Learning Communication Skills

Skill Demonstration: Stating and responding to communication goals

Unit 2: Conversation Skills

Skill Demonstration: Initiating and managing a conversation

Unit 3: Skills for Discussing Opinions in Small Groups

Skill Demonstration: Stating and responding to opinion statements

Unit 4: Skills for Describing a Process to an Audience

Skill Demonstration: Explaining and responding to a process description

Unit 5: Problem-solving Skills

Skill Demonstration: Initiating and responding to a problem-solving discussion

Unit 6: Storytelling Skills

Skill Demonstration: Describing and responding to a factual story

Unit 7: Job Searching Skills

Skill Demonstration: Initiating and responding to a job interview

Unit 8: Skills for Participating in a Planning Meeting

Skill Demonstration: Expressing and responding to a feeling statement

These units of study and skill demonstrations are designed so that learning progresses from simple to more complex concepts and skills. Students begin by learning communication skills that have practical application in their everyday lives and that elicit minimal anxiety. As the course progresses, increasingly more complex skill areas are addressed, while there are also opportunities for students to practice and reinforce skills learned earlier in the course. In other words, as students progress through the course, they acquire basic skills and levels of self-confidence that prepare them for learning and demonstrating more complex speaking, listening, and thinking skills.

The structure of each unit in the course provides a competency-based method for skill development by including four major elements. First, competency-based learning objectives provide students with direction and

focus (see Appendix B). Second, oral and written exercises are provided to help students practice and evaluate their use of basic skills (see Appendix C). Third, a competency-based skill demonstration assignment synthesizes the skills learned in each of the eight units of the course and provides students with an opportunity to practice and receive peer and instructor assessment (see Appendix D). And, fourth, visits with community volunteers give students an opportunity to practice speaking and listening skills in a conversational setting (see Appendix E).

The communication skills students demonstrate in the course are developed from three perspectives: the Initiator, or sender; the Listener, or receiver; and the Evaluator, or peer assessor of other students' communication. By functioning as peer assessors, students not only develop their critical thinking skills, they also improve their speaking and listening skills by observing others.

The Community Volunteer Program

In an effort to broaden both the range of services and the time available to students enrolled in SpCom 025, we have involved community volunteers in the course for the purpose of assisting students in developing speaking and listening skills. For the past three semesters, students enrolled in the course have made at least sixteen 30-minute appointments with community volunteers to practice and demonstrate speaking and listening skills in a conversational setting. In addition, students make appointments for such purposes as inquiring about American customs, requesting assistance with vocabulary, or learning new study skills.[4]

The community volunteers are typically older adults who have lived in the American culture and whose first language usually is English. Our volunteers have come to us from two sources. They are either members of the Golden West College Patrons, a group that participates in volunteer projects on campus, or they are referred to us by the Orange County West

Volunteer Center, a United Way Agency (see Appendix F for recruitment brochure).

The number of community volunteers has grown from 12 in Spring 1987 to 22 as of Spring 1988. At present, volunteers contribute approximately 40 hours each week. Last semester, volunteers contributed a total of 238 hours of volunteer time to help 23 students in two sections of the course. In other words, community volunteers spent over ten hours of individualized instruction with each student last semester.

We have involved community volunteers on assumptions that (1) developmental students want access to native speakers on English but are apprehensive about seeking this involvement on their own, (2) developmental students tend to respect the opinions of older adults, (3) many older adults are skilled communicators of English, (4) community volunteers often tend to be retired teachers who are eager to contribute to or associate with learners, and (5) older adults provide a wider exposure for developmental students to the American language and culture than do their peers. These assumptions have all proven to be accurate.

Summary

There are several advantages that we have found from the competency-based methods used in SpCom 025: (1) Students who participate in the course have an opportunity to increase their personal effectiveness as communicators. (2) Students receive individualized demonstrations and evaluations of their speaking and listening skills. (3) Volunteers and students report a high level of satisfaction in working with each other. (4) Students are enthusiastic about taking additional Speech Communication courses. (5) Preliminary data suggest that students' levels of communication apprehension decrease as indicated by their scores on the P.R.C.A. survey instrument. (6) Through the involvements of community volunteers, developmental students are provided opportunities for skill practice and individual consultation at no

additonal costs to the College.

Future research is planned to answer the following questions:

(1) What tests can be developed to pre- and post-assess the basic speaking and listening skills of students who participate in this course?

(2) How does the skill development of students who participate in this course compare with the skill development of similar students who do not participate?

(3) Are the grades for students who participate in this course higher than the grades of similar students who do not participate?

(4) Do developmental students who participate in this course have higher retention rates in subsequent classes than similar students who do not participate?

Footnotes

1. From Dale Rezabek, Communication, Culture, and Employability in California, Part 1--Demographic Summary. Consortium on Employment Communication, 1985, p. 4.

2. Rezabek, p. 5.

3. Sharon A. Ratliffe and David D. Hudson, Communication for Everyday Living: Integrating Basic Speaking, Listening, and Thinking Skills. Englewood Cliffs, New Jersey: Prentice-Hall, 1988 (available October 1988 or earlier).

4. See Sharon A. Ratliffe and David D. Hudson, "Involving Community Volunteers in a Competency-based Program to Teach Speaking, Listening, and Pronunciation Skills to Non-native Speakers of English" (Accepted as an ERIC document, Junior College Clearinghouse. ERIC number is in process.) (Paper was originally presented at the Ninth Annual Conference of the National Institute for Staff and Organizational Development, Austin, Texas, May 18, 1987.)

Speech Communication 025 **Appendix A**
Spring Semester 1988

Instructor: Dave Hudson
Office Location: Tech 114
Office Telephone: 895-8143
Speech Center Telephone: 895-8303

Office Hours: _____ and by appointment.

Required Supplies:

Text: Commmunication for Everyday Living: Integrating Basic Speaking Listening and Thinking Skills by Sharon A. Ratliffe and David D. Hudson, 1987. Available at Kinkos.

Lab Skill Packet (Provided by instructor as part of your material's fee)

COURSE REQUIREMENTS

1. Class Attendance
   3 points will be assigned to every complete class meeting you attend. (18 weeks X 6 points per week) ..... 108 points

   Class attendance is very important for these reasons:

   a. You will learn speaking and listening skills in the classroom.
   b. You will learn a lot about speaking from the examples of your classmates.
   c. You will be the audience for your classmates.
   d. You will share your ideas and opinions about how your classmates communicate in class.
   e. To receive credit in this class, you may not miss more than 6 class meetings. (This equals 3 full weeks of class.)

2. 6 Graded Classroom Oral Assignments (6 assignments) ..... 60 points

   a. Introducing a Classmate ..... 5 points
   b. Classroom Group Discussion ..... 10 points
   c. Talk to Describe a Process ..... 15 points
   d. Persuasive Appeal Talk ..... 15 points
   e. Factual Story ..... 10 points
   f. Compliment Statements ..... 5 points

3 Written Assignments

(20 exercises X 5 points each)..... 100 points

4 Skill Demonstration Assignments (16 Skills X 5 points each)....80 points

Your demonstration of skills will be assessed in 1 of 2 ways Satisfactory (5 points) and Needs to be Repeated (3 points) You will be assessed once as a talker and once as the listener for skills 1 through 8 You may repeat a demonstration of a skill as often as you wish, prior to the deadline for each skill YOU MUST COMPLETE ALL SKILLS AT THE LEVEL OF SATISFACTORY TO PASS THIS COURSE

You will go the Speech Communication Center in Technology 115 at least eight times during the semester for the purpose of practicing and receiving feedback on speaking and listening skills in eight areas. Each time you go to the Center, you will bring a classmate with you and work together on these skills. When you visit the Center, the staff person will discuss the skill with you, listen to your practice, give you feedback, and score your use of the skill in one of two ways:

Your use of this skill:

1. Shows satisfactory understanding.
2. Shows a need for more practice.

You must return to the Center again to work on the skill and receive additional faadback if your practice session is evaluated as showing a need for more practice

Here is a list of the skills you will practice in the Center after you have worked on them in class.

1. Stating and responding to personal communication goals.
2. Initiating and managing a conversation.
3. Stating and responding to opinion statements.
4. Explaining and responding to a process description.
5. Initiating and responding to problem-solving discussion.
6. Describing and responding to a factual story.
7. Initiating and responding to a job interview.
8. Expressing and responding to a feeling statement.

Review the Lab Skill Forms for more specific information about each of these assignments.

5. Conversation Assignments with Community Volunteers
(8 visits X 5 points each visit)..... 40 points

You will go to the Speech Communication Center at least eight times this semester to meet with a community volunteer for the purpose of completing brief assignments. You will schedule appointment times in the Center for each of these meetings.

6. Quizzes (8 quizzes X 10 points each)..... 80 points

There will be 8 quizzes during the semester. Quizzes will include multiple-choice and short-answer questions.

SUMMARY OF POINTS AVAILABLE

Attendance (18 weeks X 6 points per week)	108
6 Graded Classroom Oral Assignments	60
Written Assignments (20 exercises X 5 points each)	100
Skill Demonstrations (16 skills X 5 points each)	80
Conversations with Community Volunteers (8 visits X 5 points)	40
Quizzes (8 quizzes X 10 points each)	80
TOTAL POINTS	468

Grading Scale

468 - 328 (70%) = CREDIT
327 and below = NO CREDIT

NOTE: You must complete all classroom oral assignments, lab skills, and community volunteer appointments to receive credit for this class.

POLICY ON LAB ATTENDANCE

It is the departmental policy that all Lab visits must be completed with a score of SATISFACTORY in order for you to receive CREDIT in SpCom 025.

POLICY ON REPEATING SPCOM AB

You may not take this course more than twice for credit.

POLICY ON CHEATING/PLAGARISM

Any studyent who is caught cheating on an examination or submitting the work of another person as if it were his/her own, will receive the grade of NO CREDIT for this class. His/her name also will be reported to the Dean of Students Office.

TENTATIVE SCHEDULE

Date	Topic	Assignments Due
WEEK #1		
Jan 12-14	UNIT #1 Getting Started	_____
	Visit Speech Communication Center	_____
	Complete Communication Inventory	_____
WEEK #2		
Jan 19-21	The Communication Process	_____
	Graded Oral Assignment #1	_____
	Introducing A Classmate	_____
WEEK #3		
Jan 26-28	Setting Personal Goals	_____
	Skill Demonstration #1	_____
		_____
WEEK #4		
Feb 2-4	Quiz #1	
	UNIT #2 Conversation Skills	_____
	Building Rapport and Starting a	_____
	Conversation	_____
WEEK #5		
Feb 9-11	Keeping a Conversation Going	_____
	Closing a Conversation	_____
	Skill Demonstration #2	_____
WEEK #6	Quiz #2	
Feb 16-18	UNIT #3 GROUP DISCUSSION SKILLS	_____
	Stating and Responding to Opinions	_____
	Fishbowl Discussions	_____
WEEK #7	Demonstrating Leadership	_____
Feb 23-25	Graded Oral Assignment #2: Group Discussion	_____
	Skill Demonstration #3	_____
WEEK #8	Quiz #3	
Mar 1-3	UNIT #4 DESCRIBING A PROCESS	_____
	Selecting and Outlining a Process	_____
	Preparing the Introduction and Conclusion for Your Talk	_____

WEEK #9	Practicing Your Talk	
Mar 8-10	Listening and Information	_____
	Graded Oral Assignment #3:	_____
	Talk to Describe A Process	_____
	Skill Demonstration #4	
WEEK #10	Quiz #4	
Mar 15-17	UNIT #5 PROBLEM-SOLVING SKILLS	_____
	Identifying, Researching, and	_____
	Analyzing a Problem	_____
	Generating and Evaluating Solutions	
WEEK #11	Using Persuasive Appeals	_____
Mar 22-24	Listening to Persuasive Appeals	_____
	Skill Demonstration #5	_____
Mar 29-Apr 1	SPRING RECESS !!!	
WEEK #12	Quiz #5	
Apr 5-7	UNIT 6 Storytelling Skills	_____
	Selecting Details	_____
	Using Descriptive Language	_____
WEEK #13	Speaking Expressively	_____
Apr 12-14	Listening and Responding to Stories	_____
	Graded Oral Assignment #5:	_____
	Telling a Factual Story	
	Skill Demonstration #6	
WEEK #14	Quiz #6	
Apr 19-21	UNIT #7 Job Searching Skills	_____
	Selecting and Locating Job Vacancies	_____
	Researching the Job	_____
	Preparing for a Job Interview	
WEEK #15	Participating in a Job Interview	_____
Apr 26-28	Following up the Interview	_____
	Skill Demonstration #7	_____

WEEK #16	Quiz #7	
May 3-5	UNIT #8 Skills for Planning a Meeting	_____
	Making a Proposal for Action	_____
	Parliamentary Procedure to Adopt a Plan	_____
WEEK #17	Expressing Feelings to Celebrate	_____
May 10-12	Learning	_____
	Graded Oral Assignment: Compliment and Feeling Statements	_____
	Skill Demonstration #8	
	CELEBRATION OF LEARNING: Speech Communication Center	
WEEK #18	Final Exam Period: _____	

ASSIGNMENT RECORD YOUR NAME _____

1. CLASS ATTENDANCE

_____ABS X 3 = _____ SUBTRACTED FROM 54: _____MIDTERM
_____ABS X 3 = _____ SUBTRACTED FROM 108: _____FINAL

2. CLASSROOM ORAL ASSIGNMENTS
   a. Introducing an Classmate (5)..... _____
   b. Classroom Group Discussion (10)..... _____
   c. Talk to Describe a Process (15)..... _____
   d. Persuasive Appeal Talk (15)..... _____
   e. Factual Story (10)..... _____
   f. Compliment Statements (5)..... _____

3. WRITTEN EXERCISES (5 points for each exercise)

1. _____	11. _____
2. _____	12. _____
3. _____	13. _____
4. _____	14. _____
5. _____	15. _____
6. _____	16. _____
7. _____	17. _____
8. _____	18. _____
9. _____	19. _____
10. _____	20. _____

4. SKILL DEMONSTRATION ASSIGNMENTS (5 points each)

Skill #1 Talker _____ Listener _____
Skill #2 Talker _____ Listener _____
Skill #3 Talker _____ Listener _____
Skill #4 Talker _____ Listener _____
Skill #5 Talker _____ Listener _____
Skill #6 Talker _____ Listener _____
Skill #7 Talker _____ Listener _____
Skill #8 Talker _____ Listener _____

5. CONVERSATIONS ASSIGNMENTS WITH COMMUNITY VOLUNTEERS (5 points each)

Visit #1 _____	Visit #5 _____
Visit #2 _____	Visit #6 _____
Visit #3 _____	Visit #7 _____
Visit #4 _____	Visit #8 _____

Appendix B

Examples of Learning Objectives for Unit 2--Conversation Skills*

Learning Objective 1. You will be able to build rapport when you meet others by:

1. Greeting them and replying to their greetings.
2. Using the SOFTENS Technique.

Learning Objective 2. You will be able to start a conversation by:

1. Using small talk.
2. Focusing on the surroundings.
3. Offering personal information.
4. Introducing people to each other.

Learning Objective 3. You will be able to keep a conversation going by:

1. Asking open questions.
2. Highlighting what you have heard.
3. Asking follow-up questions.
4. Disclosing information about yourself.

Learning Objective 4. You will be able to close a conversation by:

1. Briefly summarizing the interaction.
2. Providing a brief justification for leaving.
3. Expressing appreciation.
4. Expressing an interest in meeting again.

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Appendix C

Sample Exercise for Unit 2--Conversation Skills

EXERCISE 2.7: WRITING OPEN QUESTIONS*

Part One.

Imagine yourself in each of the following situations. Write three open questions that you could use to express interest in the other person and keep a conversation going.

Situation 1: You have met a friend in the cafeteria and asked if you may sit down with him or her. Your friend has agreed. You observe that your friend has a daily newspaper, a textbook entitled "Typing II," and is eating a breakfast of bacon, eggs, toast, coffee, and orange juice. It is Monday morning. What op questions might you ask to keep a conversation going with your friend?

1. _____

2. _____

3. _____

Situation 2: You are leaving the grocery store and you notice a neighbor who is lifting four bags of groceries into a car. Three children and a large dog are in the car. Three pieces of luggage are strapped to the roof of the car. It is a Friday afternoon. What open questions might you ask to keep a conversation going with your neighbor?

1. _____

2. _____ _____

3. _____

Situation 3: It is a holiday and you are riding on a bus. An elderly woman sits next to you. She is carrying an umbrella, a magazine, and a bus schedule. What open questions might you ask her to keep a conversation going?

1. _____
2. _____
3. _____

Part Two

1. When you complete your questions, invite a classmate to join you. Ask each other the questions you have just written. Take turns playing the role of the person in the situation and respond to your partner's questions.
2. Discuss how you might use open questions in your daily conversations. Be ready to share your answers in a class discussion.

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Appendix D

Sample Skill Demonstration for Unit 2--Conversation Skills*

Name of student demonstrating this skill_____

When you were the SENDER, I observed you:

yes no 1. Greet your partner and introduce yourself.

yes no 2. Use small talk, talk about the surroundings, or talk about yourself to establish rapport.

yes no 3. Ask at least 2 open questions to help you get to know your partner.

yes no 4. Highlight information stated earlier in the conversation at least 1 time.

yes no 5. Ask at least 2 follow-up questions.

yes no 6. Disclose information about yourself that relates to your partner's disclosures.

yes no 7. Close the conversation by using at least 2 of these methods:

A. Summary statement.
B. Appreciation statement.
C. Justification statement.
D. Expression of interest to meet again.

RATING: ___MASTERY (yes on items 1-7)

___NEEDS PRACTICE

When you were the RECEIVER, I observed you:

yes no 1. Respond to your partner's greeting and repeat his or her name.

yes no 2. Respond to your partner's rapport-building statements.

yes no 3. Respond to each question your partner asks by disclosing or asking a question to clarify.

yes no 4. Respond to each question.

yes no 5. Respond to your partner's closing.

RATING: ___MASTERY (yes on items 1-5)

___NEEDS PRACTICE

PEER ASSESSOR'S NAME_____

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Appendix E

Sample Community Volunteer Visit for Unit 2--Conversation Skills*

SpCom 025 SPEAKING AND LISTENING SKILLS

NAME_____ COMMUNITY VOLUNTEER APPOINTMENT #3

DUE DATE:_____Return this Appointment Sheet signed by a Community Volunteer on this date.
(Note: Late assignments will receive half credit.)

1. Sign for an appointment in the SpCom Center during the week prior to the due date. Complete Exercise 2.7, pp. 77-78 in writing before your appointment.

2. TAKE THIS PAPER AND THE COMPLETED EXERCISE 2.7 TO YOUR APPOINTMENT.

3. At the appointment, you will discuss Exercise 2.7 by:

   A. Selecting one of the 3 situations in Exercise 2.7 to the Volunteer. Share the 3 questions you would ask in this situation. (Be sure they are open by beginning them with "how" or "what.")

   B. Ask the volunteer what other open questions you might ask in this situation.

   C. Use open questions to carry on a conversation with the Community Volunteer.

FOR COMMUNITY VOLUNTEER USE.

This student completed Part ___A ___B ___C above during our visit

My comments/suggestions to the student:

Community Volunteer Signature:_____ 025CVA#3

* Copyright: Ratliffe and Hudson, 1988.

Technology 115

If you have an hour or more each week and want to become a special friend, join the Community Volunteer Program at the G.W.C. Speech Communication Center.

For more information, call:

Sharon Ratliffe or Dave Hudson
Volunteer Coordinators
(714) 895-8303
Between 8:00 a.m. and 1:00 p.m.
Monday through Friday.

"TRAINING IS PROVIDED"

Interfacing through Communication Skills
Speech Communication Center

Speech Communication Center
Community Volunteer Program
Golden West College
15744 Golden West Street
P.O. Box P-1092
Huntington Beach, CA 92647-0592

Golden West College

Become a Special Friend

15744 Golden West Street
Huntington Beach, CA 92647

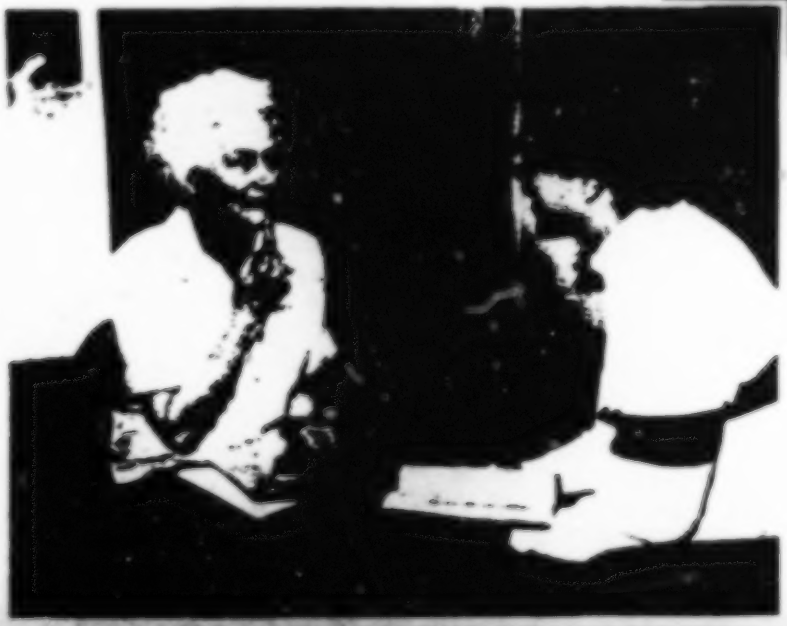
Become a special friend to students studying English as a Second Language (E.S.L.) at the Golden West College Speech Communication Center.

Help students:

Overcome their shyness about talking with native speakers of English.

Increase their vocabulary and pronounce words correctly.

Understand American customs.



Our Community Volunteers Enjoy Being Special Friends

"The students are so interesting–from all over the world. They want to understand English and our American customs, and we enjoy hearing about the countries they come from and the differences in our cultures."

"My wife and I each spend three hours in the Center every Tuesday. The time goes by so fast, some days it seems as if our three-hours is only 15 minutes long."

"The students are enthusiastic, pleasant, and fun to be with. It is more exciting than I expected and very rewarding."

"The students are very excited about learning. I have invited them to bring me their questions about the 'American' way if they don't understand something."